Main Criteria: Structure and Style for Students

Secondary Criteria: New York State Learning Standards and Core Curriculum

Subject: Language Arts

Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

New York State Learning Standards and Core Curriculum

Language Arts Grade 9 - Adopted: 2017/Effective 2020

ST RAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY /	English Language Arts Anchor Standards
CLUSTER / KEY IDEA	
	Reading Anchor Standards
KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND	Reading Anchor Standards Craft and Structure
KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECT ATION / CONTENT SPECIFICATIO	
KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECT AT ION / CONTENT SPECIFICAT IO N GRADE	Craft and Structure STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative,

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERSTAND ING **EXPECTATION** Conventions of Academic English/Language for Learning / CONTENT **SPECIFICATIO** GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and EXPECTATION spelling when writing. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERSTAND

ING	
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SPECIFICATIO

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CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and CONTENT is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) SPECIFICATION EXPECTATION / 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, CONTENT analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or SPECIFICATION develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Craft and Structure CONCEPTUAL UNDERST AND ING EXPECTATION / 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative CONTENT meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key SPECIFICATION terms and how language differs across genres. (RI&RL) EXPECTATION / 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational CONTENT texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI) SPECIFICATION EXPECTATION / 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., CONTENT examine rhetorical strategies, literary elements and devices). (RI&RL) SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / Text Types and Purposes CONCEPTUAL UNDERST AND ING **EXPECTATION** 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information / CONTENT clearly and accurately through the effective selection, organization, and analysis of content.

GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3c:	Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	9-10L1:	Core Conventions Skills for Grades 9-12:
/ CONTENT SPECIFICATIO		Core Conventions Skills for Grades 9-12: Use various types of phrases and clauses to add variety and interest to writing or presentations.
/ CONTENT SPECIFICATIO N GRADE		Use various types of phrases and clauses to add variety and interest to writing or presentations.
I CONTENT SPECIFICATIO N GRADE EXPECTATION GRADE	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
/ CONTENT SPECIFICATIO N GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations. Resolve issues of complex or contested usage, consulting references as needed.
/ CONTENT SPECIFICATIO N GRADE EXPECTATION GRADE EXPECTATION ST RAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations. Resolve issues of complex or contested usage, consulting references as needed. New York State Next Generation English Language Arts Learning Standards
<pre>/ CONTENT SPECIFICATIO N GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND</pre>	9-10L1:2 9-10L1:4	Use various types of phrases and clauses to add variety and interest to writing or presentations. Resolve issues of complex or contested usage, consulting references as needed. New York State Next Generation English Language Arts Learning Standards 9th-10th Grade Language Standards 9-10L

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Reading CLUSTER / **KEY IDEA** STANDARD / Craft and Structure CONCEPTUAL UNDERST AND ING EXPECTATION / 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative CONTENT meanings, and analyze how specific word choices shape meaning or tone. SPECIFICATION EXPECTATION / 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Writing CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CONTENT SPECIFICATION EXPECTATION / 3 Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured CONTENT sequences. SPECIFICATION EXPECTATION / 4 Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts CONTENT and personal experiences. SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards DOMAIN / UNIFYING THEME CATEGORY/ Literacy 6-12 Anchor Standards for Writing CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL **UNDERSTAND** ING

EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

GRADE WHST2a: Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions. EXPECTATION

GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Reading Anchor Standards

EXPECT AT ION / CONTENT SPECIFICAT IO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATIO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECT ATION / CONTENT SPECIFICATIO		
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W3a:	chosen details, and well-structured event sequences. Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of
GRADE GRADE	9-10W3a: 9-10W3b:	chosen details, and well-structured event sequences. Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences,
EXPECT AT ION / CONT ENT SPECIFICATIOGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE BADE	9-10W3a: 9-10W3b: 9-10W3c:	chosen details, and well-structured event sequences. Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters. Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or
EXPECT AT ION / CONTENT SPECIFICATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATION	9-10W3a: 9-10W3b: 9-10W3c: 9-10W3d:	chosen details, and well-structured event sequences. Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters. Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events. Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences,
EXPECT AT ION / CONT ENT SPECIFICATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATIONGRADE EXPECTATION	9-10W3a: 9-10W3b: 9-10W3c: 9-10W3d:	chosen details, and well-structured event sequences. Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters. Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events. Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT ATION / CONTENT SPECIFICATIO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTAND ING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD /		
CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
CONCEPTUAL UNDERSTAND	9-10L6:	
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

SPECIFICATION

EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
CLUSTER /		Literacy 6-12 Anchor Standards for Writing Text Types and Purposes
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	2	
CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT		Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT	3	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured
CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT	3	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences. Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts
CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / SPECIFICATION / SPECIFICATION /	3	Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences. Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects

ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.

New York State Learning Standards and Core Curriculum Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	
EXPECT ATION / CONTENT SPECIFICATIO N	
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards

EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
CONCEPTUAL UNDERSTAND	9-10L1:	Conventions of Academic English/Language for Learning (Appendix A) Core Conventions Skills for Grades 9-12:

GRADE 9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed. EXPECTATION

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
ST RAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

CONTENT SPECIFICATION

EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.

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CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL UNDERSTAND EXPECTATION Research to Build and Present Knowledge / CONTENT **SPECIFICATIO** STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, EXPECTATION and integrate the information in writing while avoiding plagiarism STRAND / New York State Next Generation English Language Arts Learning Standards

DOMAIN / UNIFYING THEME

GRADE

THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Conventions of Academic English/Language for Learning / CONTENT SPECIFICATIO GRADE STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or EXPECTATION speaking. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Knowledge of Language / CONTENT **SPECIFICATIO** Ν

GRADE STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make **EXPECTATION** effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /	New York State Next Generation English Language Arts Learning Standard
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CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Vocabulary Acquisition and Use / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using EXPECTATION context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for **EXPECTATION** reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CATEGORY / CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and CONTENT is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / **Craft and Structure** CONCEPTUAL UNDERST AND ING EXPECTATION / 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key CONTENT SPECIFICATION terms and how language differs across genres. (RI&RL) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL UNDERST AND ING EXPECTATION 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information / CONTENT clearly and accurately through the effective selection, organization, and analysis of content. **SPECIFICATIO** Ν

GRADE9-10W2b:Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and
paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting,
graphics, and multimedia when useful to aid comprehension.

GRADE 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. EXPECTATION

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
ST ANDARD / CONCEPTUAL UNDERST AND ING		Comprehension and Collaboration
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECT ATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 2: WRITING FROM NOTES Week 2 Page 17-26
		New York State Learning Standards and Core Curriculum Language Arts
		Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N		Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL UNDERST AND ING EXPECTATION / 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and CONTENT is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Craft and Structure CONCEPTUAL UNDERST AND ING EXPECTATION / 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative CONTENT meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key SPECIFICATION terms and how language differs across genres. (RI&RL) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA**

ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.

GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONT ENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards

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CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

SPECIFICATION

THEME		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).

SPECIFICATION

EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 27-38
L		New York State Learning Standards and Core Curriculum
		Language Art s Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Craft and Structure
GRADE EXPECTATION		STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION		STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION** Integration of Knowledge and Ideas / CONTENT SPECIFICAT IO Ν GRADE STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a EXPECTATION variety of lenses and perspectives. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Text Types and Purposes / CONTENT SPECIFICAT IO Ν STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-GRADE **EXPECTATION** chosen details, and well-structured event sequences. GRADE STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Speaking and Listening Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION Comprehension and Collaboration** / CONTENT **SPECIFICATIO** Ν

GRADE EXPECTATION STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO	Knowledge of Language
N	

GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)
ST RAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONT ENT SPECIFICAT IO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

New York State Learning Standards and Core Curriculum

Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards

EXPECT AT ION / CONTENT SPECIFICAT IO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

ST ANDARD / CONCEPTUAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)

CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION 9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-/ CONTENT chosen details, and well-structured event sequences. SPECIFICATIO Ν GRADE 9-10W3a: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of EXPECTATION view, and introducing a narrator and/or characters. GRADE 9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, **EXPECTATION** events, and/or characters. GRADE 9-10W3d: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, **EXPECTATION** events, setting, and/or characters. GRADE 9-10W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of **EXPECTATION** the narrative. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / Text Types and Purposes CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10W4: Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate CONTENT knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when SPECIFICATION appropriate. EXPECTATION / 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 CONTENT Reading Standards to both literary and informational text, where applicable. SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING	Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATIO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Presentation of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and CONTENT is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) SPECIFICATION EXPECTATION / 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, CONTENT analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or SPECIFICATION develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** Craft and Structure STANDARD / CONCEPTUAL **UNDERSTAND** ING Determine the meaning of words and phrases as they are used in a text, including figurative and connotative EXPECTATION / 9-10R4: CONTENT meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key SPECIFICATION terms and how language differs across genres. (RI&RL) EXPECTATION / 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational CONTENT texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI) SPECIFICATION EXPECTATION / 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., CONTENT examine rhetorical strategies, literary elements and devices). (RI&RL) SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONT ENT SPECIFICAT IO N	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.

GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION Craft and Structure** / CONTENT SPECIFICATIO Ν GRADE STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, **EXPECTATION** and figurative meanings, and analyze how specific word choices shape meaning or tone. GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of **EXPECTATION** the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION Text Types and Purposes** / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly **EXPECTATION** and accurately through the effective selection, organization, and analysis of content. GRADE STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-**EXPECTATION** chosen details, and well-structured event sequences. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION Research to Build and Present Knowledge** / CONTENT **SPECIFICATIO** Ν

GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language

GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
THEME		
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
CATEGORY / CLUSTER /		9th-10th Grade Writing Standards 9-10W Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	9-10W5:	
CATEGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT		Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10
CATEGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING		Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
CATEGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable. New York State Next Generation English Language Arts Learning Standards

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CATEGORY / 9th-10th Grade Speaking and Listening Standards | 9-10SL CLUSTER / **KEY IDEA** STANDARD / **Comprehension and Collaboration** CONCEPTUAL **UNDERSTAND** ING EXPECTATION 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on / CONTENT complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of SPECIFICATIO others. Ν 9-Come to discussions prepared, having read and researched material under study; draw on that preparation by GRADE **EXPECTATION** 10SL1a: referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas. 9-GRADE Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and EXPECTATION 10SL1b: individual roles as needed. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Language Standards | 9-10L CLUSTER / **KEY IDEA** STANDARD / Conventions of Academic English/Language for Learning (Appendix A) CONCEPTUAL **UNDERSTAND** ING Core Conventions Skills for Grades 9-12: EXPECTATION 9-10L1: / CONTENT SPECIFICATIO Ν GRADE 9-10L1:2 Use various types of phrases and clauses to add variety and interest to writing or presentations. **EXPECTATION** GRADE 9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY 9th-10th Grade Language Standards | 9-10L CLUSTER / **KEY IDEA** STANDARD / Knowledge of Language CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make / CONTENT effective choices for meaning or style, and to comprehend more fully when reading or listening. SPECIFICATIO

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Reading CLUSTER / **KEY IDEA Craft and Structure** STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative CONTENT meanings, and analyze how specific word choices shape meaning or tone. **SPECIFICATION** EXPECTATION / 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CONTENT **SPECIFICATION** STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Writing CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CONTENT **SPECIFICATION** EXPECTATION / 3 Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured CONTENT sequences. SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY Literacy 6-12 Anchor Standards for Writing CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate 6 CONTENT the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and

SPECIFICATION

to interact and collaborate with others.

EXPECTATION / 7 CONTENT SPECIFICATION Draw evidence from literary or informational texts to support analysis, reflection, and research.

STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020

New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly

and accurately through the effective selection, organization, and analysis of content.

EXPECTATION

GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning

GRADE EXPECTATION STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and speling when writing. STAND/ DNEW/ VIEWE EXPECTATION New York State Next Generation English Language Arts Learning Standards CLTSCORY/ CLUSTER / VIEWE EXPECTATION English Language Arts Anchor Standards CATEGORY/ CLUSTER / VIEWE EXPECTATION English Language Arts Anchor Standards CRADE EXPECTATION English Language Anchor Standards CRADE EXPECTATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices to meaning or style, and to completend more kay when reading or kleining. GRADE EXPECTATION Rev Vork State Next Generation English Language Arts Learning Standards STANDARD / CONTERT / NUMERY ADD Ianguage Anchor Standards STANDARD / CONTERT / NUMERY ADD English Language Arts Anchor Standards STANDARD / CONTERT / NUMERY ADD Ianguage Anchor Standards STANDARD / CONTERT / NUMERY ADD Standards / Standards STANDARD / NUMERY ADD Standards / Standards STANDARD / NUMERY ADD Standards / Standards / NUMERY ADD STANDARD / NUMERY ADD Standards / Standards / NUMERY ADD STANDARD / NUMERY ADD Standards / Standards / NUMERY ADD STANDARD 6:		
DOMAIN / THESSER English Language Arts Anchor Standards CAT ECORY / CENTERATION English Language Anchor Standards CONCEPTUAL UNDERSTAND Language Anchor Standards CRADE SPECIFICATION STANDARD 3. Apply knowledge of language to understand how language bunchors in different contexts, to make effectuations in different contexts, to make effectuations CRADE EXPECTATION STANDARD 3. Apply knowledge of language to understand how language bunchors in different contexts, to make effectuations CAT EGORY / CONTENT SPECIFICATION English Language Arts Anchor Standards CAT EGORY / CONTENT SPECIFICATION English Language Arts Anchor Standards CAT EGORY / CONTENT SPECIFICATION English Language Arts Anchor Standards CAT EGORY / CONTENT SPECIFICATION Language Anchor Standards CAT EGORY / CONTENT SPECIFICATION Cacabulary Acquisition and Use CAT EGORY / SPECIFICATION StanDARD 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context cluss, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE EXPECTATION StanDARD 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context cluss,		
CLUSTER / Image Anchor Standards STANDARD / Image Anchor Standards CONCEPTUAL Knowledge of Language NG STANDARD / CRADE STANDARD / STANDARD / STANDARD / CRADE STANDARD / STECTICATION STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listering. STRAND / New York State Next Generation English Language Arts Learning Standards CATEGORY / English Language Arts Anchor Standards CATEGORY / English Language Arts Anchor Standards CATEGORY / English Language Anchor Standards CONCEPTUAL Vocabulary Acquisition and Use STANDARD / Vocabulary Acquisition and Use STANDARD / STANDARD 4: Determine or clainly the meaning of unknown and multiple-meaning words and phrases by using control clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 4: Determine or clainly the meaning of unknown and multiple-meaning words and phrases by using control clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquine and accurately use g	DOMAIN / UNIFYING	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL INGE Knowledge of Language EXPECTATION N Knowledge of Language GRADE STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or itstening. STRAND / DOMAN // UNEYNG New York State Next Generation English Language Arts Learning Standards CATEGORY/ CLUSTER / KEV IDEA English Language Arts Anchor Standards CATEGORY/ CONCEPTUAL UNEYNG Language Anchor Standards STANDARD / CONCEPTUAL UNEYNG Vocabulary Acquisition and Use STANDARD / CONTERT Vocabulary Acquisition and Use STANDARD / CONTERT STANDARD 4: Determine or claify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaninghi word parts, and consulting general and specialized rekrence materials, as appropriate. GRADE EXPECTATION N STANDARD 6: Acquire and accurately use general academic and content specific words and phrases sufficient for reading, witing, speaking, and listening, demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAN // UNIFYING THEME StanDARD 6: Acquire and accurately use general academic and content specific words and phrase sufficient for reading, witing, speaking, and listening, demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. </td <td>CLUSTER /</td> <td>English Language Arts Anchor Standards</td>	CLUSTER /	English Language Arts Anchor Standards
ICONTENT Image: Content of the image: Cont	CONCEPTUAL UNDERSTAND	Language Anchor Standards
EXPECTATION effective choices for meaning or style, and to comprehend more fully when reading or listening. DOMAIN / DUNETING New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / KEY IDEA English Language Arts Anchor Standards STANDARD / CONCEPTUAL INDERSTAND Language Anchor Standards STANDARD / CONCEPTUAL INDERSTAND Vocabulary Acquisition and Use STANDARD EXPECTATION N STANDARD 4: Determine or clafify the meaning of unknown and multiple-meaning words and phrases by using context clees, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening: demonstrate independence in gathering and appiying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STANDARD / NINT / STANDARD / NINT / STANDARD / NINT / STANDARD / NINT / STANDARD / ST	/ CONTENT SPECIFICATIO	Knowledge of Language
DOMAIN / UNIFYING THEME English Language Arts Anchor Standards CATEGORY / CLUSTER / KEY IDEA English Language Anchor Standards STANDARD / CONCEPT UAL UNDERST AND ING Language Anchor Standards EXPECT ATION ING Vocabulary Acquisition and Use GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening: demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / KEY IDEA 9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R STANDARD / CONCEPT UAL UNDERST AND Key Ideas and Details		
CLUSTER / Image Anchor Standards STANDARD / Language Anchor Standards CONCEPTUAL UNDERSTAND ING Vocabulary Acquisition and Use EXPECTATION N Vocabulary Acquisition and Use GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING New York State Next Generation English Language Arts Learning Standards CATEGORY / KEYIDEA Sth-10th Grade Reading Standards (Literary and Informational Text) 9-10R STANDARD / CONCEPTUAL UNDERSTAND Key Ideas and Details	DOMAIN / UNIFYING	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND Vocabulary Acquisition and Use EXPECTATION / CONTENT SPECIFICATION N Vocabulary Acquisition and Use GRADE EXPECTATION STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening: demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / KEY IDEA Sth-10th Grade Reading Standards (Literary and Informational Text) 9-10R STANDARD / CONCEPTUAL UNDERSTAND Key Ideas and Details	CLUSTER /	English Language Arts Anchor Standards
/ CONTENT STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / New York State Next Generation English Language Arts Learning Standards CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R STANDARD / Key Ideas and Details	CONCEPTUAL UNDERSTAND	Language Anchor Standards
EXPECTATION context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards CATEGORY / CLUSTER / KEY IDEA 9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R STANDARD / UNIFYINGARD / UNIFYING THEME Key Ideas and Details	/ CONTENT SPECIFICATIO	Vocabulary Acquisition and Use
EXPECTATION reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / DOMAIN / UNIFYING THEME New York State Next Generation English Language Arts Learning Standards CAT EGORY / CLUSTER / KEY IDEA 9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R ST ANDARD / CONCEPT UAL UNDERST AND Key Ideas and Details		context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA 9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R STANDARD / CONCEPTUAL UNDERSTAND Key Ideas and Details		reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary
CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND Key Ideas and Details	DOMAIN / UNIFYING	New York State Next Generation English Language Arts Learning Standards
CONCEPTUAL UNDERSTAND	CLUSTER /	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
	CONCEPTUAL	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
ST ANDARD / CONCEPT UAL UNDERST AND ING		Comprehension and Collaboration
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10SL1:	Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	9- 10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.
GRADE EXPECTATION	9- 10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONT ENT SPECIFICAT IO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
CONCEPTUAL UNDERSTAND	9-10L4:	Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO		Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE	9-10L4a:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION	9-10L4a:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	9-10L4a:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	9-10L4a:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION /	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

EXPECTATION / 2 CONTENT SPECIFICATION Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
CONTENT	RST1: RST2:	
CONTENT SPECIFICATION EXPECTATION / CONTENT		precise details of the source. Understand and follow a detailed set of directions. Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex
CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT	RST2:	precise details of the source. Understand and follow a detailed set of directions. Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source. Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source,
CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	RST2:	precise details of the source. Understand and follow a detailed set of directions. Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source. Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	RST2:	precise details of the source. Understand and follow a detailed set of directions. Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source. Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 79-88
		New York State Learning Standards and Core Curriculum Language Arts
		Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Craft and Structure
GRADE EXPECTATION		STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION Text Types and Purposes** / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly **EXPECTATION** and accurately through the effective selection, organization, and analysis of content. GRADE STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-**EXPECTATION** chosen details, and well-structured event sequences. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION Research to Build and Present Knowledge** / CONTENT **SPECIFICATIO** Ν

GRADE	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source,
EXPECTATION	and integrate the information in writing while avoiding plagiarism

New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Conventions of Academic English/Language for Learning / CONTENT SPECIFICAT IO Ν GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and **EXPECTATION** spelling when writing. New York State Next Generation English Language Arts Learning Standards STRAND / DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Knowledge of Language / CONTENT **SPECIFICATIO** Ν

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make **EXPECTATION** effective choices for meaning or style, and to comprehend more fully when reading or listening.

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

GRADE

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Vocabulary Acquisition and Use / CONTENT SPECIFICAT IO Ν GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using EXPECTATION context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for **EXPECTATION** reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary

knowledge when considering a word or phrase important to comprehension or expression.

CLUSTER / KEY IDEA

CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and CONTENT is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) SPECIFICATION EXPECTATION / 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, CONTENT analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or SPECIFICATION develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / Text Types and Purposes CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information / CONTENT clearly and accurately through the effective selection, organization, and analysis of content. SPECIFICATIO Ν GRADE 9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. EXPECTATION GRADE 9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and **EXPECTATION** paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. GRADE 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. **EXPECTATION** GRADE 9-10W2f: Establish and maintain a style appropriate to the writing task. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards

CATEGORY / 9th-10th Grade Writing Standards | 9-10W

STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,
SPECIFICATION		social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	social, economic, or geographic aspects of history/social studies. Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT	RH5:	
EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically). Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically). Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.

EXPECTATION

GRADE	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details,
EXPECTATION		citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL		Reading Anchor Standards

EXPECT AT ION / CONTENT SPECIFICAT IO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERST AND ING	Text Types and Purposes

EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W4:	Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading

ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

New York State Learning Standards and Core Curriculum Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
/ CONTENT SPECIFICATIO	Craft and Structure STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
I CONTENT SPECIFICATIO N GRADE	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative,

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT ATION / CONTENT SPECIFICATIO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L

ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
STRAND / DOMAIN / UNIFYING THEME		Standards
DOMAIN / UNIFYING		

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc

THEME		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION Research to Build and Present Knowledge** / CONTENT SPECIFICAT IO Ν GRADE STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under **EXPECTATION** investigation. GRADE STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, **EXPECTATION** and integrate the information in writing while avoiding plagiarism STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Speaking and Listening Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION Comprehension and Collaboration** / CONTENT SPECIFICAT IO Ν GRADE STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, **EXPECTATION** quantitative, and oral). STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards**

CLUSTER / KEY IDEA	
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and

EXPECTATION

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Knowledge of Language / CONTENT SPECIFICATIO Ν GRADE STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make EXPECTATION effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Vocabulary Acquisition and Use / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using **EXPECTATION** context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for **EXPECTATION** reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL UNDERST AND ING

EXPECTATION / 9-10R2: Determin CONTENT is shaped SPECIFICATION

Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CATEGORY / CLUSTER / **KEY IDEA** Craft and Structure STANDARD / CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative CONTENT meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key SPECIFICATION terms and how language differs across genres. (RI&RL) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL UNDERST AND ING **EXPECTATION** 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information / CONTENT clearly and accurately through the effective selection, organization, and analysis of content. **SPECIFICATIO** Ν GRADE 9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. EXPECTATION GRADE 9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and **EXPECTATION** paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. GRADE 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. **EXPECTATION** GRADE 9-10W2f: Establish and maintain a style appropriate to the writing task. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Text Types and Purposes

EXPECTATION / 9-10W5: CONTENT SPECIFICATION

Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden CONTENT the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under SPECIFICATION investigation. EXPECTATION / 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of CONTENT each source in answering the research question; integrate information into the text selectively to maintain the flow of SPECIFICATION ideas; avoid plagiarism and follow a standard format for citation. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Language Standards | 9-10L CLUSTER / **KEY IDEA** STANDARD / Conventions of Academic English/Language for Learning (Appendix A) CONCEPTUAL UNDERST AND ING Core Conventions Skills for Grades 9-12: EXPECTATION 9-10L1: / CONTENT SPECIFICAT IO Ν 9-10L1:2 Use various types of phrases and clauses to add variety and interest to writing or presentations. GRADE **EXPECTATION** GRADE 9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Language Standards | 9-10L **CLUSTER / KEY IDEA** STANDARD / Knowledge of Language CONCEPTUAL UNDERST AND IN

ING		
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE	0-101 32	Write and edit work on that it conforms to the guidelines in a professionally recognized style manual appropriate for

GRADE Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for 9-10L3a: **EXPECTATION** the discipline and writing type.

SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

THEME		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc

THEME		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT ATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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CATEGORY/ **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Writing Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION Research to Build and Present Knowledge** / CONTENT SPECIFICATIO GRADE STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under EXPECTATION investigation. GRADE STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, **EXPECTATION** and integrate the information in writing while avoiding plagiarism STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Speaking and Listening Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION Comprehension and Collaboration**

/ CONTENT SPECIFICAT IO Ν

GRADE STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, **EXPECTATION** quantitative, and oral).

New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Conventions of Academic English/Language for Learning / CONTENT SPECIFICAT IO Ν

GRADE **EXPECTATION**

STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Knowledge of Language / CONTENT SPECIFICATIO Ν GRADE STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make EXPECTATION effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Vocabulary Acquisition and Use / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using **EXPECTATION** context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. GRADE STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for **EXPECTATION** reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL UNDERST AND ING

EXPECTATION / 9-10R2: Determin CONTENT is shaped SPECIFICATION

Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)

9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CATEGORY / CLUSTER / **KEY IDEA** Craft and Structure STANDARD / CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative CONTENT meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key SPECIFICATION terms and how language differs across genres. (RI&RL) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL UNDERST AND ING **EXPECTATION** 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information / CONTENT clearly and accurately through the effective selection, organization, and analysis of content. **SPECIFICATIO** Ν GRADE 9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. EXPECTATION GRADE 9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and **EXPECTATION** paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. GRADE 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. **EXPECTATION** GRADE 9-10W2f: Establish and maintain a style appropriate to the writing task. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Text Types and Purposes

EXPECTATION / 9-10W5: CONTENT SPECIFICATION

Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden CONTENT the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under SPECIFICATION investigation. EXPECTATION / 9-10W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of CONTENT each source in answering the research question; integrate information into the text selectively to maintain the flow of SPECIFICATION ideas; avoid plagiarism and follow a standard format for citation. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Language Standards | 9-10L CLUSTER / **KEY IDEA** STANDARD / Conventions of Academic English/Language for Learning (Appendix A) CONCEPTUAL UNDERST AND ING Core Conventions Skills for Grades 9-12: EXPECTATION 9-10L1: / CONTENT SPECIFICAT IO Ν 9-10L1:2 Use various types of phrases and clauses to add variety and interest to writing or presentations. GRADE **EXPECTATION** GRADE 9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed. **EXPECTATION** STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Language Standards | 9-10L **CLUSTER / KEY IDEA** STANDARD / Knowledge of Language CONCEPTUAL UNDERST AND IN

ING		
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE	0-101 32	Write and edit work on that it conforms to the guidelines in a professionally recognized style manual appropriate for

GRADE Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for 9-10L3a: **EXPECTATION** the discipline and writing type.

SPECIFICATION

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc

THEME		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECT ATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
	Text Types and Purposes
WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
	Research to Build and Present Knowledge
WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
	UNIT 7: INVENTIVE WRITING Week 13 Page 133-138
	New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
	New York State Next Generation English Language Arts Learning Standards
	English Language Arts Anchor Standards
	Writing Anchor Standards
	Text Types and Purposes
	WHST5: WHST6:

GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning

GRADE EXPECTATION		STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
/ CONTENT SPECIFICATIO		
/ CONTENT SPECIFICATIO N GRADE	9-10W2a:	clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT SPECIFICATIO RADE EXPECTATION GRADE	9-10W2a: 9-10W2b:	clearly and accurately through the effective selection, organization, and analysis of content. Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting,
I CONTENT SPECIFICATIO GRADE EXPECTATION GRADE EXPECTATION	9-10W2a: 9-10W2b: 9-10W2c:	clearly and accurately through the effective selection, organization, and analysis of content. Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
/ CONTENT SPECIFICATIO RADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION	9-10W2a: 9-10W2b: 9-10W2c: 9-10W2e:	clearly and accurately through the effective selection, organization, and analysis of content. Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT ATION / CONTENT SPECIFICATIO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STRAND /

DOMAIN /

KEY IDEA

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020

New York State Next	Generation English	Language Arts	Learning Standards

DOMAIN / UNIFYING THEME	
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER /	English Language Arts Anchor Standards

STANDARD /	Speaking and Listening Anchor Standards
CONCEPTUAL UNDERSTAND ING	
EXPECT ATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATIO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
CONTENT	9-10W6: 9-10W7:	the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under
CONTENT SPECIFICATION EXPECTATION / CONTENT		the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation. Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of
CONTENT SPECIFICATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING		the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation. Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
CONTENT SPECIFICATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation. Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation. New York State Next Generation English Language Arts Learning Standards
CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING THEME CAT EGORY / CLUST ER / KEY IDEA ST AND ARD / CONCEPT UAL UNDERST AND		the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation. Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation. New York State Next Generation English Language Arts Learning Standards 9th-10th Grade Language Standards 9-10L

EXPECTATION

GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONT ENT SPECIFICAT IO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTAND ING		Vocabulary Acquisition and Use
CONCEPTUAL UNDERSTAND	9-10L6:	Vocabulary Acquisition and Use Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING THEME CAT EGORY / CLUST ER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND		Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards Literacy 6-12 Anchor Standards for Writing

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CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL UNDERST AND ING **EXPECTATION** Craft and Structure / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, **EXPECTATION** and figurative meanings, and analyze how specific word choices shape meaning or tone. GRADE STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of **EXPECTATION** the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. GRADE STANDARD 6: Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range **EXPECTATION** of global and diverse texts. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / **Reading Anchor Standards** CONCEPTUAL **UNDERSTAND** ING **EXPECTATION** Integration of Knowledge and Ideas / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a **EXPECTATION** variety of lenses and perspectives. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes

GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards

EXPECT AT ION / CONTENT SPECIFICAT IO N		Knowledge of Language
GRADE EXPECTATION		STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R

ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION /	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable

CONTENT SPECIFICATION Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:3	Understand that usage is a matter of convention that can change over time.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
EXPECTATION / CONTENT SPECIFICATION	6	Assess how point of view or purpose shapes the content and style of a text, drawing on a wide range of global and diverse texts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-182
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
		Grade 9 - Adopted. 2017/Enective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Reading Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Speaking and Listening Anchor Standards CONCEPTUAL **UNDERSTAND** ING **EXPECTATION Comprehension and Collaboration** / CONTENT SPECIFICATIO Ν STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, GRADE EXPECTATION quantitative, and oral). STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / **English Language Arts Anchor Standards** CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Conventions of Academic English/Language for Learning / CONTENT SPECIFICAT IO Ν GRADE STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and **EXPECTATION** spelling when writing. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND ING **EXPECTATION** Knowledge of Language / CONTENT **SPECIFICATIO** Ν GRADE STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make EXPECTATION effective choices for meaning or style, and to comprehend more fully when reading or listening. STRAND / New York State Next Generation English Language Arts Learning Standards

DOMAIN / UNIFYING THEME

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.

GRADE EXPECTATION	WHST2e:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 183-194
		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
ST RAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 7: Integrate and evaluate content presented in diverse media and formats.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge
/ CONTENT SPECIFICATIO	Research to Build and Present Knowledge STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under
GRADE GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source,
/ CONTENT SPECIFICATIO N GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
/ CONTENT SPECIFICATIO N GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism New York State Next Generation English Language Arts Learning Standards
<pre>/ CONTENT SPECIFICATIO N GRADE EXPECTATION GRADE EXPECTATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND</pre>	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism New York State Next Generation English Language Arts Learning Standards English Language Arts Anchor Standards

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CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND EXPECTATION Conventions of Academic English/Language for Learning / CONTENT SPECIFICAT IO STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and EXPECTATION spelling when writing.

New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

GRADE

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL UNDERST AND ING EXPECTATION / 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and CONTENT is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA Craft and Structure** STANDARD / CONCEPTUAL UNDERST AND ING EXPECTATION / 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative CONTENT meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key SPECIFICATION terms and how language differs across genres. (RI&RL) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL

UNDERST AND ING		
EXPECTATION / CONTENT SPECIFICATIO N	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
GRADE EXPECTATION	9-10W1a:	Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
GRADE EXPECTATION	9-10W1b:	Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
GRADE EXPECTATION	9-10W1c:	Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.
GRADE	9-10W1e:	Provide a concluding statement or section that explains the significance of the argument presented.

EXPECTATION

GRADE EXPECTATION	9-10W1f:	Maintain a style and tone appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTAND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.

EXPECTATION

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CATEGORY/ 9th-10th Grade Language Standards | 9-10L CLUSTER / **KEY IDEA** STANDARD / Knowledge of Language CONCEPTUAL **UNDERSTAND** ING EXPECTATION 9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make / CONTENT effective choices for meaning or style, and to comprehend more fully when reading or listening. SPECIFICATIO Ν GRADE 9-10L3a: Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for EXPECTATION the discipline and writing type. STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Language Standards | 9-10L CLUSTER / **KEY IDEA** STANDARD / Vocabulary Acquisition and Use CONCEPTUAL UNDERST AND ING **EXPECTATION** 9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing / CONTENT flexibly from a range of strategies. SPECIFICAT IO Ν GRADE 9-10L4a: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **EXPECTATION** as a clue to the meaning of a word or phrase. GRADE 9-10L4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **EXPECTATION** context or in a dictionary). Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects STRAND / DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Reading CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL

 EXPECTATION / 1
 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

 SPECIFICATION
 EXPECTATION / 2

 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Reading CLUSTER / **KEY IDEA** STANDARD / **Craft and Structure** CONCEPTUAL UNDERST AND ING EXPECTATION / 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative CONTENT meanings, and analyze how specific word choices shape meaning or tone. SPECIFICATION EXPECTATION / 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Reading CLUSTER / **KEY IDEA** STANDARD / Integration of Knowledge and Ideas CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 7 Integrate and evaluate content presented in diverse media and formats, including across multiple texts. CONTENT SPECIFICATION EXPECTATION / 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the CONTENT approaches the authors take. SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY Literacy 6-12 Anchor Standards for Writing CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant

CONTENT SPECIFICATION and sufficient evidence.

THEME		
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc

THEME		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

GRADE EXPECTATION	WHST1d:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND / DOMAIN / JNIFYING FHEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2e:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
ST RAND / DOMAIN / UNIFYING T HEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE	STANDARD 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning

EXPECTATION

and relevant and sufficient evidence.

GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards

STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R

STANDARD / CONCEPTUAL UNDERSTAND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD /		Taxt Types and Burnesses
CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
CONCEPTUAL UNDERSTAND ING	9-10W1:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO		Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE	9-10W1a:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	9-10W1a: 9-10W1b:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE	9-10W1a: 9-10W1b: 9-10W1c:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns.
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE EXPECTATION GRADE EXPECTATION GRADE	9-10W1a: 9-10W1b: 9-10W1c: 9-10W1e:	Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level and concerns. Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards 9th-10th Grade Writing Standards 9-10W
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /		
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND	9-10W5:	9th-10th Grade Writing Standards 9-10W
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT	9-10W5:	9th-10th Grade Writing Standards 9-10W Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING	9-10W5:	9th-10th Grade Writing Standards 9-10W Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	9-10W5:	9th-10th Grade Writing Standards 9-10W Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable. New York State Next Generation English Language Arts Learning Standards

EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L2:	Core Punctuation and Spelling Skills for Grades 9-12:
GRADE EXPECTATION	9-10L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	9-10L2:3	Use a colon to introduce a list or quotation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONT ENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Reading CLUSTER / **KEY IDEA** STANDARD / **Craft and Structure** CONCEPTUAL UNDERST AND ING EXPECTATION / 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative CONTENT meanings, and analyze how specific word choices shape meaning or tone. **SPECIFICATION** EXPECTATION / 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Reading CLUSTER / **KEY IDEA** STANDARD / Integration of Knowledge and Ideas CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the CONTENT approaches the authors take. **SPECIFICATION** STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Writing CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CONTENT SPECIFICATION EXPECTATION / 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately CONTENT through the effective selection, organization, and analysis of content. SPECIFICATION

EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN /		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
UNIFYING THEME		
		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
THEME CATEGORY / CLUSTER /		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10 Key Ideas and Details
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND	RH1:	
THEME CATEGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT	RH1: RH2:	Key Ideas and Details Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT		Key Ideas and Details Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT	RH2:	Key Ideas and Details Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or
THEME CATEGORY / CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION / CONTENT SPECIFICATION /	RH2:	Key Ideas and Details Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects

STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
EXPECTATION / CONTENT SPECIFICATION	RH6:	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
EXPECTATION / CONTENT SPECIFICATION	RH9:	Compare and contrast treatments of the same topic in several primary and secondary sources.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc

THEME		
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RST9:	Compare and contrast findings presented in a source to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	WHST1:	Write arguments focused on discipline-specific content.
GRADE EXPECTATION	WHST1a:	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
GRADE EXPECTATION	WHST1b:	Develop claim(s) and counterclaims objectively, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

GRADE EXPECTATION	WHST1d:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
GRADE EXPECTATION	WHST1e:	Provide a concluding statement or section that follows from or supports the argument presented.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
GRADE EXPECTATION	WHST2e:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10

ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 207-219
STRAND /		New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020 New York State Next Generation English Language Arts Learning Standards
DOMAIN / UNIFYING THEME		
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N		Key Ideas and Details
GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
GRADE EXPECTATION		STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION		STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATIO N	Craft and Structure
GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GRADE EXPECTATION	STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Research to Build and Present Knowledge
GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.
GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING		Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N		Vocabulary Acquisition and Use
GRADE EXPECTATION		STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION		STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W

ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2a:	Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
GRADE EXPECTATION	9-10W2c:	Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.
GRADE EXPECTATION	9-10W2e:	Provide a concluding statement or section that explains the significance of the information presented.
GRADE EXPECTATION	9-10W2f:	Establish and maintain a style appropriate to the writing task.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	9-10W6:	Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.
EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	9-10L2:	Core Punctuation and Spelling Skills for Grades 9-12:
GRADE EXPECTATION	9-10L2:1	Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.
GRADE EXPECTATION	9-10L2:3	Use a colon to introduce a list or quotation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECT ATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONT ENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Reading CLUSTER / **KEY IDEA** STANDARD / **Craft and Structure** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative CONTENT meanings, and analyze how specific word choices shape meaning or tone. SPECIFICATION EXPECTATION / 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CONTENT SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY / Literacy 6-12 Anchor Standards for Writing CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CONTENT SPECIFICATION EXPECTATION / 3 Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured CONTENT sequences. SPECIFICATION STRAND / Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects DOMAIN / Standards UNIFYING THEME CATEGORY Literacy 6-12 Anchor Standards for Writing CLUSTER / **KEY IDEA** STANDARD / **Research to Build and Present Knowledge** CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 5 Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the

CONTENT SPECIFICATION subject under investigation.

EXPECTATION / CONTENT	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and
SPECIFICATION		to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.
EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.
EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTAND ING		Integration of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.
EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.
EXPECTATION / CONTENT SPECIFICATION	RST3:	Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
EXPECTATION / CONTENT SPECIFICATION	RST5:	Describe how the text structures information or ideas into categories or hierarchies, including how the major sections contribute to the whole and to an understanding of the topic.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10

ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
GRADE EXPECTATION	WHST2b:	Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
GRADE EXPECTATION	WHST2d:	Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
GRADE EXPECTATION	WHST2e:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL		Text Types and Purposes
UNDERST AND ING		
ING	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
ING EXPECTATION / CONTENT	WHST 3:	Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks. Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING	WHST 3:	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER /	WHST 3:	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL
ING EXPECTATION / CONTENT SPECIFICATION STRAND / DOMAIN / UNIFYING THEME CATEGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND	WHST 3:	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10

EXPECTATION /	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research.
CONTENT		
SPECIFICATION		

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New York State Learning Standards and Core Curriculum Language Arts

Grade 9 - Adopted: 2017/Effective 2020

STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
CLUSTER /	English Language Arts Anchor Standards Reading Anchor Standards
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND	
CLUSTER / KEY IDEA STANDARD / CONCEPT UAL UNDERSTAND ING EXPECT ATION / CONTENT SPECIFICATIO	Reading Anchor Standards
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE	Reading Anchor Standards Craft and Structure STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative,
CLUSTER / KEY IDEA STANDARD / CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATION GRADE EXPECTATION GRADE	Reading Anchor Standards Craft and Structure STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. STANDARD 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of

ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Writing Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Conventions of Academic English/Language for Learning
GRADE EXPECTATION	STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERSTAND ING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GRADE EXPECTATION	STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	9-10R2:	Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R3:	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	9-10R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
EXPECTATION / CONTENT SPECIFICATION	9-10R5:	In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI)
EXPECTATION / CONTENT SPECIFICATION	9-10R6:	Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10W2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GRADE EXPECTATION	9-10W2b:	Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING		New York State Next Generation English Language Arts Learning Standards
THEME		
THEME CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
CATEGORY / CLUSTER /		9th-10th Grade Writing Standards 9-10W Text Types and Purposes
CATEGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPTUAL UNDERST AND	9-10W5:	
CATEGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT		Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10
CAT EGORY / CLUSTER / KEY IDEA ST ANDARD / CONCEPT UAL UNDERST AND ING EXPECTATION / CONTENT SPECIFICATION ST RAND / DOMAIN / UNIFYING		Text Types and Purposes Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

ST ANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
	0.1014/7	Cother relevant information from multiple courses, using educated coershee effectively eccess the yeaf dages of

EXPECTATION /9-10W7:Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of
each source in answering the research question; integrate information into the text selectively to maintain the flow of
ideas; avoid plagiarism and follow a standard format for citation.

CATEGORY / CLUSTER /		9th-10th Grade Language Standards 9-10L
KEY IDEA		
ST ANDARD / CONCEPT UAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATIO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATIO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATIO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPT UAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details
		Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or

CATEGORY / CLUSTER /		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
KEY IDEA		
ST ANDARD / CONCEPTUAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2e:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Research to Build and Present Knowledge

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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New York State Learning Standards and Core Curriculum Language Arts Grade 9 - Adopted: 2017/Effective 2020

New York State Next Generation Englis	h Language Arts Learning Standards
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STRAND /
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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT AT ION / CONT ENT SPECIFICAT IO N	Key Ideas and Details
GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
CONCEPTUAL UNDERSTAND	Reading Anchor Standards Craft and Structure
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO	
CONCEPTUAL UNDERSTAND ING EXPECTATION / CONTENT SPECIFICATIO N GRADE	Craft and Structure STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative,

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Reading Anchor Standards
EXPECT ATION / CONTENT SPECIFICATIO N	Integration of Knowledge and Ideas
GRADE EXPECTATION	STANDARD 9: Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Writing Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Text Types and Purposes
GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Comprehension and Collaboration
GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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CATEGORY / English Language Arts Anchor Standards CLUSTER / **KEY IDEA** STANDARD / Language Anchor Standards CONCEPTUAL UNDERST AND EXPECTATION Conventions of Academic English/Language for Learning / CONTENT SPECIFICAT IO STANDARD 2: Demonstrate command of the conventions of academic English capitalization, punctuation, and EXPECTATION spelling when writing.

New York State Next Generation English Language Arts Learning Standards

STRAND / DOMAIN / UNIFYING THEME

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CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPTUAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Knowledge of Language
GRADE EXPECTATION	STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
ST ANDARD / CONCEPT UAL UNDERST AND ING	Language Anchor Standards
EXPECT AT ION / CONTENT SPECIFICAT IO N	Vocabulary Acquisition and Use
GRADE EXPECTATION	STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GRADE EXPECTATION STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CATEGORY / 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Key Ideas and Details CONCEPTUAL **UNDERSTAND** ING EXPECTATION / 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and CONTENT is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL) SPECIFICATION EXPECTATION / 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, CONTENT analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or SPECIFICATION develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY 9th-10th Grade Reading Standards (Literary and Informational Text) | 9-10R CLUSTER / **KEY IDEA** STANDARD / Craft and Structure CONCEPTUAL UNDERST AND ING EXPECTATION / 9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative CONTENT meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key SPECIFICATION terms and how language differs across genres. (RI&RL) EXPECTATION / 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational CONTENT texts, consider how author's intent influences particular sentences, paragraphs, or sections. (RI) SPECIFICATION EXPECTATION / 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., CONTENT examine rhetorical strategies, literary elements and devices). (RI&RL) SPECIFICATION STRAND / New York State Next Generation English Language Arts Learning Standards DOMAIN / UNIFYING THEME CATEGORY / 9th-10th Grade Writing Standards | 9-10W CLUSTER / **KEY IDEA** STANDARD / **Text Types and Purposes** CONCEPTUAL UNDERST AND ING **EXPECTATION** 9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information / CONTENT clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION		paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATIO N	9-10W3:	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
GRADE EXPECTATION	9-10W3a:	Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
GRADE EXPECTATION	9-10W3b:	Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.
GRADE EXPECTATION	9-10W3d:	Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
GRADE EXPECTATION	9-10W3e:	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	9-10W5:	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge

9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and

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EXPECTATION / CONTENT SPECIFICATION	9-10W7:	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and follow a standard format for citation.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L1:	Core Conventions Skills for Grades 9-12:
GRADE EXPECTATION	9-10L1:2	Use various types of phrases and clauses to add variety and interest to writing or presentations.
GRADE EXPECTATION	9-10L1:4	Resolve issues of complex or contested usage, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Knowledge of Language
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
GRADE EXPECTATION	9-10L3a:	Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECT AT ION / CONTENT SPECIFICAT IO N	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	9-10L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
GRADE EXPECTATION	9-10L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
ST ANDARD / CONCEPTUAL UNDERST AND ING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
ST ANDARD / CONCEPTUAL UNDERST AND ING		Key Ideas and Details
EXPECTATION / CONTENT SPECIFICATION	1	Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / CONTENT SPECIFICATION	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / CONTENT SPECIFICATION	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTAND ING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / CONTENT SPECIFICATION	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTAND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3	Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
EXPECTATION / CONTENT SPECIFICATION	4	Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH3:	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPTUAL UNDERST AND ING		Text Types and Purposes
EXPECT AT ION / CONTENT SPECIFICAT IO N	WHST2:	Write informative/explanatory text focused on discipline-specific content.
GRADE EXPECTATION	WHST2e:	Establish and maintain a formal style and appropriate tone while attending to the norms and conventions of the academic discipline, purpose, and audience for which they are writing.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
ST ANDARD / CONCEPT UAL UNDERST AND ING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	WHST 4:	Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
STRAND / DOMAIN / UNIFYING THEME		Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards
CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10

ST ANDARD / CONCEPT UAL UNDERST AND ING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.